 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name: Mr. Lavigne** **Lesson #: 2 Facet: Explanation**  
**Grade Level:11-12 Numbers of Days: 3**  
**Topic: Foreign Policy Implications and Impact**  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**terrorism is a global issue and is not region specific.  
**Student will know**motivations for conflict, death tolls, government  
vs rogue action, governments in control, leaders in control, historical background, lasting effects of conflict  
**Student will be able to**demonstrate an understanding of the larger implications of foreign policy decisions in the Middle East.  
**Product: Prezi**

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "The World in the Contemporary Era"   
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: b, c, d  
**Rationale:** Students will learn the long lasting effects of foreign policy decisions in the Middle East.  
  
**Assessments**  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
Students will have individual conference time with the teacher to ensure that they are on the right track and are not too narrow in their focus.  
**Section II – timely feedback for products (self, peer, teacher)**  
Conferences will be before the presentation is due so that students will have time to make adjustments.  
  
**Summative (Assessment of Learning):**  
Students will be asked to individually create a Prezi that shows change over time in the Middle East through the lens of foreign policy decisions. Students may be as broad or specific as they like but must be able to show a connection to how it effects global terrorism. Much like the iMovies made earlier in the course we will be recounting events in the region, but for this project we will be interpreting the effects of the corresponding foreign policy decisions and discussing the implications in a more nuanced manner.  
  
**Integration**  
**Technology (SAMR):**Prezi (Augmentation) The student's Prezi presentation is on the augmentation level of the SAMR model because it directly substitutes a keynote presentation but has numerous functional improvements.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use the "five w's" graphic organizer to ensure they understand what is happening in a given situation, who the actors are, where it's taking place, when it happened, and ultimately why it happened/why it was dealt with in the manner it was.  
  
**Section II – Groups and Roles for Product**  
Students will work together on their graphic organizers and then create their Prezi individually.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Verbal:** Students will bring in questions based on the reading to start class discussion.  
**Logic:** Students will understand the cost of the war on terror both in financial and human terms.  
**Visual:** Students will create a prezi presentation that uses visual aids to help illustrate their points.  
**Musical:** Students can add music of the region to their Prezi presentations to help complete a picture of the Middle East.  
**Intrapersonal:** Students will individually create a presentation on Prezi.  
**Interpersonal:** Students will discuss the content with the whole class and interact with each other regarding the material.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Absences are inevitably going to occur over the semester for numerous reasons that are out of our control, that being said it is still important to keep up with the course content. For this reason I will make the content of each class accessible on the class wiki page. Additionally each student will exchange contact information with two other students (email, cell phone number, facebook profile, etc) who can clarify questions about the content or expectations (of course I will always be available via email to answer any questions as well). Extended deadlines for classwork due to absence are negotiable, however they will be expected the following class period if an extended deadline has not been agreed upon. Special accommodations can be made for extended absences and can be negotiated on a case by case basis.   
  
**Extensions**  
My goal in this class is for you to come away with an understanding of the material, assignments are often my way of ensuring that i'm doing an effective job conveying that information to you. That being said i'm not operating under the assumption that no learning can take place if an assignment is not completed on time, but I do expect if there is an issue that will prevent it from being completed on time that it is communicated before the due date. If an issue is communicated prior to the due date of an assignment there is always potential for an extension or a reduced deduction from their grade, however if no communication has taken place the student will receive a 10% deduction from their grade for each class period it is late. Each assignment is designed to build on the last which hopefully will serve to add to the class experience and for that reason due dates are important.  
  
  
**Technology (SAMR):**  
**Gifted Students:**  
Students will present a foreign policy plan that they feel would have better addressed the situation they are presenting based on past actions success or failure, they may also introduce a plan without precedent if they can clearly articulate why they think it would work.  
  
**Materials, Resources and Technology**  
  
Laptop  
Dongle  
Projector  
Five W's graphic organizer  
**Source for Lesson Plan and Research**  
  
<http://www.britannica.com/event/Iran-Iraq-War>  
Info on the Iran-Iraq War  
<http://www.britannica.com/event/Soviet-invasion-of-Afghanistan>  
Info on the Soviet-Afghan War  
<http://www.britannica.com/event/Persian-Gulf-War>  
Info on Persian Gulf War  
<http://www.britannica.com/event/Iraq-War>  
Info on War in Iraq  
<http://www.britannica.com/event/Afghanistan-War>  
Info on War in Afghanistan  
<http://www.britannica.com/event/Afghan-War>  
Info on Afghan Civil War  
<http://www.cc.com/video-clips/7v01wm/the-daily-show-with-jon-stewart-middle-eastern-politics--a-love-story>  
Daily Show video  
<https://www.youtube.com/watch?v=ArGh6FurR0Q>  
Prezi tutorial  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)**   
Describe your classroom arrangement.  
Students will be set up in small round table groups of 3-4. My desk will be in the corner so if I do have the chance to sit I will have a view of the whole classroom. Most of my teaching will be done standing up in front of the board or walking around the classroom.  
**Agenda (include days and times)**  
Day 1  
Hook 5 minutes  
Slideshow presentation 30 minutes  
Five W's graphic organizer 20 minutes  
Prezi Tutorial 10 minutes  
Meeting sign up 5 minutes  
Debrief 10 minutes  
  
Day 2  
Indvidual meetings 3-4 minutes each  
Independent research for prezi 75 minutes (when student isn't in meeting)  
Debrief 5 minutes  
  
Day 3  
Student Presentations 75 minutes (3-4 minutes each)  
Debrief 5 minutes  
**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)

Students will understand that terrorism is a global issue and is not region specific. Terrorism effects us all, it is not an issue with a specific offender or a specific victim. The standard that I will be addressing in this unit is E1 *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* The hook will be a comparison of how the United States’ allies in the Middle East and shows how aligning with any one of them proves to be difficult. Students will watch a Daily Show video that outlines some of the issues with aligning ourselves with the lesser of two evils. This video will hopefully show in a humorous way that making foreign policy decisions can be difficult when they interrelate so heavily. **What, Where, Why, Tailors:** Visual, Logical, Intrapersonal

Students will know how to consider multiple ramifications for the foreign policy decisions they make.

Students will use the "five w's" graphic organizer to ensure they understand what is happening in a given situation, who the actors are, where it's taking place, when it happened, and ultimately why it happened/why it was dealt with in the manner it was. After having some time to interact with the content students will have time to set up individual meetings with the instructor, students who feel they have a strong grasp can plan for earlier meetings while students who need more time can sign up for a later meeting so they have most of the following class to develop their ideas. **Equip, Explore, Rethink, Tailors:** Logical, Intrapersonal, Interpersonal, Verbal

Demonstrate an understanding of the larger implications of foreign policy decisions and how they relate to today. Introductory slideshow will serve as a background for basic information and provide an example of how students can critically analyze policy decisions, Prezi tutorial will show students how to use the software if they choose to use it. Creating a presentation will help students work through the critical analysis required when examining foreign policy decisions, the aim here is to make students think about the material rather than just report it.  
Students will be working individually on their projects, but when they create their graphic organizers they can work with whomever they like. I hope that table discussions can enrich all of the participants understandings of any given event and ultimately lead them to the conclusion that there are not finite answers. Students will assess their own progress in individual meetings and will have the opportunity to implement any changes before the product is due. The teacher will assess the final product after presentations. **Experience, Revise, Refine, Tailors:** Visual, Musical, Logical, Interpersonal, Intrapersonal  
  
Individual meetings will give students the opportunity to receive necessary feedback before presentations. Presentations will be graded on a rubric that encompasses creativity, accuracy, critical thinking, organization, and citation. After understanding the implications of past foreign policy decisions students will then have the ability to infer consequences of making certain decisions and ultimately should become more complete in the way they view foreign policy. **Evaluate, Tailors:** *Intrapersonal, Logical, Verbal*

**Teacher Content Notes**

Begin with Daily Show clip showing issues with dealing with nations in the Middle East and how sometimes those relations can be counter productive to others.  
All information regarding the introductory slideshow will be in the slide notes.  
Handout "Five W's" graphic organizers (3-4 per student) and instruct students to fill out graphic organizers with information about events in the Middle East. Students can work in small table groups and research information together but note that the"Why?" section on each students graphic organizer should be unique to them.   
After students have had time to fill out graphic organizers introduce the presentation project. I have provided a Prezi tutorial video but note that students are not required to use Prezi if they choose not to (Keynote, Google Slides, etc. are also acceptable so long as it is formatted as a slideshow presentation.).  
Have students sign up for individual meetings for next class. Make sure to let students know that they are not comfortable with the amount of work they have finished so far a later meeting would be preferable for them so they can have developed ideas and direction before receiving feedback.  
The second class students will have all day to work on their presentations, students talking and working together should not be discouraged so long as they are creating their own individual product. While they are working you will have meetings set up to individually conference with students, during this conference make sure students have evidence of the following three key concepts in their work so far on their product. 1. They have showed an ability to critically analyze the effect of the policy decision 2. They show how this decision has influenced a course of events that ultimately leads today (positive or negative) 3. The information they provide is accurate and properly cited.  
End the class by giving students 5-10 minutes to collectively ask clarifying questions regarding the assignment, perhaps students who had an earlier meeting have discovered issues or developed questions after spending the class period working on the assignment.  
The final day will be allotted for students to give their presentations, make sure students keep presentations to 3-4 minutes so they do not spill over into the next class.  
**Handouts**  
  
Five W's graphic organizer  
Project guidelines and rubric

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
***Learning Styles***  
  
***Clipboard:***Organize info with graphic organizer  
  
  
***Microscope:*** Students are analyzing the implications of prior foreign policy decisions  
  
  
***Puppy:***Individual meetings give students a chance to get help  
  
  
***Beach Ball:***Students will have freedom to work on their projects however they want on the day allotted for scheduled meetings  
  
  
***Rationale:***I believe my lesson addresses each of the above criteria by offering a lesson that is structured while being understanding and analytical while still giving students freedom to explore their ideas.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***Creating graphic organizers to help understand information  
  
  
***Summative:***Create a presentation that shows an ability to understand the ripple effect of foreign policy decisions and how they relate to today.  
  
  
***Rationale:*** Giving the graphic organizer gives the instructor the chance to see if the student is understanding the material and understands how to analyze foreign policy decisions before they do their final product which should show a fully formed ability to do so.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
  
***MLR or CCSS or NGSS***  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "The World in the Contemporary Era"   
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: b, c, d  
  
***Facet:***Explanation, demonstrate an understanding of the larger implications of foreign policy decisions and how they relate to today.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Students will bring in questions based on the reading to start class discussion.  
**Logic:** Students will understand the cost of the war on terror both in financial and human terms.  
**Visual:** Students will create a prezi presentation that uses visual aids to help illustrate their points.  
**Musical:** Students can add music of the region to their Prezi presentations to help complete a picture of the Middle East.  
**Intrapersonal:** Students will individually create a presentation on Prezi.  
**Interpersonal:** Students will discuss the content with the whole class and interact with each other regarding the material.

***SAMR:***  
  
***Rationale:***Prezi (Augmentation) The student's Prezi presentation is on the augmentation level of the SAMR model because it directly substitutes a keynote presentation but has numerous functional improvements.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** A, B, C, D Students will be engaging with real world problems through analyzing foreign policy decisions that will be informed in part to my knowledge of events in the Middle East. Students will be able to show their knowledge with a presentation that they are able to be creative in making.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** A, C, D Students will be able use digital tools and resources to make a creative presentation. Prezi allows for students of different learning styles to be creative. Students have different types of assessment so they know if they’re on the right track.